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ABSTRACT

This packet supplements a workshop on summer reading programs given in December, 1998 in several Florida counties. Workshop objectives and ground rules for successful meetings and workshops are outlined at the beginning of the document. The Florida Library Youth Program is then discussed, including basic philosophy, outreach to children in poverty, age and ability levels, and materials and incentives. The remainder of the packet consists of the following materials: a decision matrix form; sources for promotional materials; suggested types of programs and services; factors to consider when choosing an evaluation method; evaluation form for the 1999 Florida Library Youth Program; summer library program statistics form; sample questionnaire for summer library program participants; sample survey of parents/guardians; and a selected bibliography. (AEF)

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ED 429 616

SENSATIONAL SUMMERS

REACHING YOUR COMMUNITY THROUGH OUTREACH PROGRAMMING

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Sensational Summers

Reaching Your Community Through Outreach Programming

Workshop Dates and Locations

Tuesday, December 1	Palm Beach County Library System Headquarters
Wednesday, December 2	Tampa-Hillsborough County Library System - Main Library
Thursday, December 3	LeRoy Collins Leon County Public Library
Monday, December 7	Lee County Library System - South County Regional Library
Tuesday, December 8	Orange County Library System Headquarters
Wednesday, December 9	Clay County Public Library System Headquarters

Agenda

- Getting Started -- Welcome and Introductions
- Philosophy of Summer Library Reading Programs
- Who Should We Serve?
- Planning Your Overall Program and Setting Goals
- Partnerships and Networking in the Community
- Measuring and Communicating Your Success
- Review and Tying-up Loose Ends

Adjourn - Have a safe journey home!

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Workshop Objectives

By the end of the workshop, participants will:

- be able to articulate a noncompetitive philosophy of summer library reading programs;
- have a basis upon which they can make decisions relating to summer library reading programs;
- be able to identify segments of their communities that can benefit from being included in summer library reading programs; and
- be able to match programs and activities to the varied members of the community.

Ground Rules for Successful Meetings and Workshops

- Everyone is responsible for the success of the workshop or meeting.
- It is everyone's responsibility to help us adhere to the agenda.
- Keep on task and on time.
- Tangential issues go into the bin.
- During brainstorming sessions, all ideas come to the table without judgment from others.
- During discussions, no one dominates; everyone participates.
- It is all right to disagree; but do so with tact and grace.
- Disagree with ideas, not people.

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FLORIDA LIBRARY YOUTH PROGRAM

BASIC PHILOSOPHY - While our basic philosophy and goals remain similar to that of previous years, we have made adjustments in our target audience to parallel the intent of the Library Services and Technology Act, the federal program that currently provides funding for this statewide youth program. This year, we are targeting "people who have difficulty using libraries" whether that difficulty results from lack of experience using libraries, lack of transportation, or language or cultural differences, and "children in poverty." As a result of this change, we will be focusing our efforts on reaching children where they are -- out in the community. To reach these underserved audiences, we encourage local libraries to move beyond the library walls and take their library programs out into their communities.

The goal of the Florida Library Youth Program is "to encourage children in Florida to become lifelong readers and library users." We want children to learn about the library and the services it offers, to understand that there is a wealth of information and fun waiting for them in a friendly, encouraging atmosphere. Especially during school breaks and vacation periods, we want the experience to be relaxing, pleasurable, and free of stress. We want to provide activities and opportunities for children and their families to experience the joy of reading. For that reason, we downplay numbers of books read. "How many" is not nearly as important as "how good." No prizes should be given for number of books read unless it is an agreed upon contract between child and librarian. We want children to share books and stories in the company of others and discover the satisfaction of reading alone, or being read to. That's why we encourage local libraries to have group programs and individual guidance.

The ability to read is one of the most important factors leading to success in life. Reading is the foundation for all other learning. Reading skills enable children to negotiate and travel the information superhighway and provide them with the ability to access information in various formats. While the Florida Library Youth Program does not provide formal reading instruction, it does provide numerous opportunities for children and their families to discover the joy of reading. Library programs provide language and literature experiences that expand children's knowledge about the world as well as providing those experiences that enhance literacy.

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Even though we do not encourage competition between individual children in the number of books read, this year we are encouraging libraries to track how consistently children read or are read to. Research has shown that children who read at least twenty minutes a day, five times each week, not only maintain their reading skills over the summer, but can actually improve their reading. Since our goal is to create lifetime readers and library users, we need to encourage daily reading so that it becomes a life long habit.

To that end, activities and materials for the Florida Library Youth Program are designed to encourage reading on a daily basis, whether that time is as short as five or ten to fifteen minutes each day or as long as five hours or more a day. While "binge reading" can be fun, we really want to encourage the daily habit of reading. Count the days children read on their own or are read to by others. Invite community celebrities to a "read-in" at your library. Participate in the *America Reads Challenge: Read*Write*Now* program, sponsored by the U. S. Department of Education. Obtain materials for that program off the world wide web at <http://www.ed.gov/inits/americareads/arc-pubs.html> and make them available to people in your community. Train interested adults to become volunteer reading partners and pair them with children or outside child serving agencies. Make reading an integral part of your overall program.

OUTREACH TO CHILDREN IN POVERTY - The Florida Library Youth Program is funded through a federal Library Services and Technology Act (LSTA) grant. This legislation provides that LSTA funded projects target "people having difficulty using libraries" and "children in poverty." To more closely align the Florida Library Youth Program with this goal, we are encouraging libraries to provide the majority of their summer programming in outreach locations where this target population actually is. Traditionally, children in poverty have had a difficult time getting to libraries - due to distance, lack of transportation, or lack of knowledge of what the library could do for them. To counter that, libraries need to provide programs outside the traditional library setting. Libraries are encouraged to provide programs and deposit collections in locations including but not limited to:

- Camps
- Churches and other religious organizations

- Community colleges
- Family child care providers
- Government sponsored child care centers
- Head Start centers
- Hospitals and other health care agencies (other than public health centers)
- Housing Projects
- Literacy/Family literacy centers
- Migrant worker camps
- Parks and recreation centers
- Private child care centers
- Public heath centers
- Summer schools
- YMCA and /or Boys & Girls Clubs

Develop partnerships with these and other agencies. Provide promotional materials for them to distribute to their clientele. Provide programs at these locations. Distribute reading logs during your initial visit. On a return visit, collect the completed reading logs and provide hand stamps or some other small reward to each child who has turned one in. Leave deposit collections at these outreach locations and encourage the adult leaders/caregivers/service providers to read to the children and/or provide time for the children to read independently on a daily basis.

To assist libraries develop outreach programs, a special section, "Stories to Go: Portable Outreach Library Programming for School Age Children," is included in the manual. Please refer to this section for suggestions and guidance in developing this necessary service.

Libraries are being asked to keep track of how many outreach programs they present as well as how many people attend these programs. Since we must be able to report that a significant part of our efforts are reaching those children who previously have been underserved, please make certain that much of your local programming efforts are targeted, through outreach programming, to children in poverty.

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We are also concerned about reaching children whose primary language is not English. This year, for the first time, we are providing many of the promotional materials in Spanish. Please use these items in appropriate places throughout your community. Materials in other languages will be added in future years as warranted.

To assist libraries in working with children of linguistically diverse backgrounds, a second special section, "Working with Culturally and Linguistically Diverse Communities," is also included in the manual. We encourage staff from each local library to work with the members of their respective communities to develop programs that are linguistically as well as age and developmentally appropriate.

AGE AND ABILITY LEVELS - The Florida Library Youth Program (FLYP) is designed primarily for elementary school age children. Its purpose is to encourage library use for leisure and continued learning during the weeks that school is not is session. The Program tends to be recreational rather than educational in nature. This is more a matter of emphasis rather than a true difference in content. The Florida Library Youth Program allows children the freedom and time to follow personal interests and inclinations that may or may not be found in the school curriculum.

Although we realize that toddlers and preschoolers also have library needs, the primary thrust of the Florida Library Youth Program is not for that age group. The majority of libraries completing the evaluation form for the 1998 program agreed that elementary school age children are the age group that they want this program to serve. The philosophy of targeting school age children has been readopted by the FLYP Planning Committee when it met to plan this 1999 Program. A focus group that met in April 1998 to discuss the FLYP Program also endorsed this target age range. This does not mean that preschool storytimes must be eliminated, only that the suggestions for programs, bibliographies, and materials supplied through the Florida Library Youth Program will be aimed at elementary school age children. Nor does this mean that young adolescents and teens are not permitted to participate. It does mean, however, that libraries are encouraged to adapt the ideas and materials provided through the Florida Library Youth Program for both their younger and older children -- if that is appropriate for your community. For ideas on how to include teens as volunteers in your program, see

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the section "Teen Volunteers" in the 1996 FLYP Manual, *Rhythm and Books: Feel the Beat*.

All children, regardless of ability or disability, are encouraged to participate in the Florida Library Youth Program at their local public library. Libraries need to offer adaptations, such as sign language interpreters, assistive listening devices, or visual adaptations to be in compliance with the Americans with Disabilities Act. Local libraries are encouraged to request deposit collections through the Bureau of Braille and Talking Book Services for children with limited vision or physical disabilities that prevent them from using traditional print materials. The combined bibliography/index notes which books are available through the Regional Library and in what format (Braille or talking book). Contact the Bureau of Braille and Talking Book Services at (904) 239-6000 or 1-800-226-6075. For detailed information on working with children with disabilities, see the 1992 Summer Library Program Manual. Additional information about working with children with disabilities can be found in *Programming for Serving Children with Special Needs* (American Library Association, 1994), an Association for Library Service to Children Program Support Publication.

MATERIALS AND INCENTIVES - Art for this year's full color poster and bookmark has been designed by children's book illustrator and Florida resident Paul Yalowitz. The mascot character again this year is "Flyp," a Florida panther. Paul has also provided art for the reproducible master pack which includes our logo sheets, coloring sheet, and the reproducible reading logs. This year we are again supplying a reproducible "Read To Me" log. Due to requests from the field, many of these print materials are also being provided in Spanish.

Posters - Space is provided for you to include additional information. If you need more space than provided to customize the poster, mount it on a larger sheet of poster board or foam core. Attach a pocket to the larger poster for display and distribution of bookmarks and/or program fliers. Display posters in schools, community centers, child care centers, literacy centers, hospitals and other health care agencies, etc. - not just in the library! Since we are trying to reach people who have not been library users, we need to take our information out into the community were these potential users are. In 1999, posters will be available in Spanish as well as English.

Bookmarks - These are your first form of publicity. Use them freely during your school and community visits. Leave large quantities of bookmarks with each of your community partners and in all the outreach locations you visit. If you cannot afford to have bookmarks overprinted with your library information, get a rubber stamp that includes at least the name, address, phone number, and hours of operation for the library. Bookmarks are also available in Spanish as well as in English.

Repro Pack - While not every library will use every item in the reproducible pack, we try to provide a variety of materials so that there is something for everyone. Use what you can as is; adapt the rest for your individual library's needs.

This year the repro pack will include more than 10 pages. Many of these items will be provided in both English and Spanish:

- logo sheet
- doorknob hanger (front and back)
- reading log (2 sheets - cover and inside)
- read to me log (2 sheets - cover and inside)
- certificate
- coloring sheet
- word search game sheet
- membership card

The logo sheet contains line drawings of Flyp adapted from the poster and the bookmark as well as the program slogan in several type sizes. Use the logo sheet to create program fliers for your series of programs. Add the mascot to your press releases to garner attention.

As we keep getting positive responses about the doorknob hanger, the repro pack this year will again include that piece. If possible, reproduce this on card stock. Have children use crayons, markers, or colored pencils to brighten these privacy signs before they are cut out. To make these doorknob hangers last longer, have clear contact available so your young readers may laminate them back-to-back after they have been decorated. Encourage children (and their care-givers) to set aside a special place and time each day to read. Please remind them

to report the number of days they read each week. You are requested to report that information on the annual evaluation form for FLYP.

Two sheets in the repro pack have been designed to be run back to back to create a two-sided reading log. There is a cover sheet with the program logo and space for the reader to place his or her name on the front. The inside provides places which will allow the reader to list books read.

In addition to the reading log, there again will be a "Read To Me" Log. This log will be very similar to the reading log, except that it will be somewhat simplified. The outside cover has places for both the child's name and the names of the reading partners. The inside will be wide lines which will allow the reader/listener to list the books that someone has read to him or her, or that he or she has read independently. The back cover has an activity for the child and reading partner to work on together.

No matter which log you use, customize it for the children in your service area. Interchange the insides. Number the lines if you desire. Add categories if you wish. Include other library and literacy related activities to expand the horizons of your participants.

Both the reading log and the read-to-me log have a weekly calendar for children and caregivers to track how many days they read each week. Please encourage children to complete this and report that information to library staff. Please compile these figures and report the number of days children in your community have read over the course of the summer on the annual program report.

Incentives - This year, libraries will again be receiving reading incentives. At the time this manual is being prepared, we are still not sure what exactly they will be. Depending on costs, they will either be colorful pencils, trading cards, or T-shirt transfers.

The Florida Library Youth Program does not give prizes to children in competition with each other to see who can read the most books. It is not a competitive program in which one child is the winner and all others are losers. Rather, in as many ways as possible, local libraries need to devise methods to make every child feel a sense of achievement and pride in accomplishment. This is where

we walk the thin line between incentives and competition. Rewards for completing individual contracts, rewards and recognition for number of pages read or number of minutes read, for coming to specific programs, or for teamwork should be handled in such a way that there are no losers. Exactly how this is done varies with the children you serve and requires judgment on the part of the librarian.

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Decision Matrix

THE VISION	*CRITERIA*							
POSSIBLE APPROACHES								

Adapted from *The TELL IT! Manual: The Complete Program for Evaluating Library Performance* by Douglas Zweizig, Debra Wilcox Johnson, Jane Robbins, with Michele Besant. (Chicago: ALA, 1996)

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Sources For Promotional Materials

- **Accu-Cut Systems**, 1035 E. Dodge Street, Fremont, Nebraska 68025. Phone: (402) 721-4134
- **Children's Book Council**, Order Department, 568 Broadway, Suite 404, New York, NY 10012. Phone: (800) 999-2160 or (212) 966-7509
- **Demco, Inc.**, Box 7488, Madison, Wisconsin 53707. Phone: (800) 356-1200
- **Ellison Educational Equipment, Inc.**, P. O. Box 8209, Newport Beach, California 92658-8209. Phone: (800) 833-7385
- **Hambly Studies, Inc.**, 941 George Street, Santa Clara, California 95054. Phone: (800) 451-3999
- **Highsmith Co., Inc.**, P. O. Box 800, Ft. Atkinson, Wisconsin 53538-0800. Phone: (414) 563-9571
- **JanWay Co.**, 11 Academy Road, Cogan Station, Pennsylvania 17728. Phone: (800) 877-5242
- **Metropolitan Library Service Agency**, 570 Asbury Street, Suite 301, St. Paul, Minnesota 55104. Phone: (612) 645-5731. Internet: melsa@melsa.lib.mn.us
- **Rivershore Reading Store**, 2005 32nd Street, Rock Island, Illinois 61201 Phone: (309) 788-7717
- **U. S. Toy Company**, 1227 E. 119th Street, Grandview, Missouri 64030-1117. Phone: (800) 448-1412
- **Upstart**, W5527 Highway 106, P. O. Box 800, Ft. Atkinson, Wisconsin 53538-0800. Phone: (414) 563-9571
- **Wisconsin Department of Public Instruction**, Publications Sales, Drawer 179, Milwaukee, WI 53293-0179
- **Wonderstorms**, 15355 NEO Parkway, Cleveland, Ohio 44128. Phone: (216) 663-8867

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Types Of Programs and Services

- Art Activities
- Book Discussion Groups
    - Booknic
    - Book Award Programs
- Booktalks
- Contests
- Dramatic, Musical, and Performance Activities
- Extended Loan Programs
- Film and Video Programs
- Games
- Outreach Programs
- Parties, Celebrations, and Festivals
- Pen Pals and Key Pals
- Puppets and Puppetry
- Programs Including Teachers
- Read To Me Programs
- Reader and Materials Guidance
- School Visits
- Sleep Over at the Library
- Storytelling
- Storytime
- Writing Activities

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GEESE Have This All Figured Out

As each goose flaps its wings, it creates an "uplift" for the bird following. By following in a V formation, the whole flock adds 71 percent more flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Whenever a goose flies out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the birds immediately in front.

Lesson: If we have as much sense as a goose, we will join in formation with those who are heading where we want to go.

When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing leadership with people, as well as with geese, interdependent with one another.

The geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson: We need to make sure our honking from behind is encouraging—not something less helpful.

When a goose gets sick or wounded or shot down, two geese drop out of formation and follow their fellow member down to help and provide protection. They stay with this member of the flock until he or she either is able to fly again or dies. Then they launch out on their own, with another formation, or to catch up with their own flock.

Lesson: If we have as much sense as the geese, we'll stand by one another as they do.

-- Author Unknown --

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Factors To Consider When Choosing An Evaluation Method

What do you need to know from the evaluation?

- What questions need to be addressed in the evaluation? These are linked to the desired outcomes.
- In light of these questions, what would be possible method(s) to use?

Is the method appropriate for the type of information you need?

- Will it speak to the various stakeholders' concerns?
- What are the advantages and disadvantages of the method(s) you are considering?
- Will the method gather the information you need to answer your evaluation questions? Does the method measure what you want to know? (Validity)
- Are the people involved in your project likely to participate if you use the method?

Will the method gather information in a timely manner?

- Will the information be available when needed?
  - How long does it take to organize the data collection?
  - How long will it take to gather the information?
  - How long will it take to analyze or "make sense" of the results?
- Have you allowed enough time for the desired outcome(s) to happen?

Do you and/or your staff have the expertise needed to carry out the method?

- What do you need to know in order to use the method?
- What sources of expertise can you draw upon when using the technique?
- Will the method be used the same way by all involved? (Reliability)

What are the costs associated with the method(s) chosen?

- What personnel are needed to carry out the method(s), e.g., existing staff, outside consultants, volunteers?
- What direct costs are associated with the method(s), e.g., mailing, printing, long-distance telephone calls, refreshments?

Developed by Debra Wilcox Johnson, Johnson & Johnson Consulting, 1015 Holiday Drive, Wanuakee, WI 53597. Published in *The TELL IT! Manual: The Complete Program for Evaluating Library Performance* by Douglas Zweizig, Debra Wilcox Johnson, Jane Robbins, with Michele Besant. (Chicago: ALA, 1996) Used with permission of Debra Wilcox Johnson.

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READERS ON THE PROWL!
Evaluation for the 1999 Florida Library Youth Program

Please read this evaluation form immediately to acquaint yourself with these questions.
We would like each participating library outlet to complete one form.

If your library is part of a system or cooperative, please return these forms to the local coordinator in sufficient time so that they can be returned to the State Library by the September 1 deadline.

PLEASE RETURN ALL COMPLETED EVALUATION FORMS BY SEPTEMBER 1, 1999 TO:

Carole D. Fiore, Library Program Specialist
State Library of Florida
R. A. Gray Building
Tallahassee, FL 32399-0250

PLEASE TYPE OR PRINT CLEARLY USING INK.

Thank you in advance for your input!

LIBRARY/SYSTEM/COUNTY _____

BRANCH _____

ADDRESS _____

NAME AND TITLE OF PERSON IN CHARGE OF FLYP AT THIS LOCATION

_____

I. STATISTICS: Programs and attendance at all library programs targeted to school age youth during the summer of 1999 (approximately May 10 through August 20) presented by this library. **Do not** include school visits in April or May used to promote the program.

A. Outreach Programs

1. Number of programs presented at outreach locations: _____
2. Attendance at outreach programs: _____

B. In-house Programs

1. Number of programs presented at library locations: _____
2. Attendance at in-house programs: _____

Please use additional paper wherever necessary!

Please check all outreach locations where programs are presented. If types of agencies you work with are not listed, please indicate them in "other."

- ☐ Camps
- ☐ Churches and other religious organizations
- ☐ Community colleges
- ☐ Family child care providers
- ☐ Government sponsored child care center
- ☐ Head Start
- ☐ Hospitals and other health care agencies (other than public health centers)
- ☐ Housing Projects
- ☐ Literacy/Family literacy centers
- ☐ Migrant worker camps
- ☐ Parks and recreation centers
- ☐ Private child care centers
- ☐ Public heath centers
- ☐ Summer school
- ☐ YMCA and/or Boys & Girls Clubs
- ☐ Other: _____
- ☐ Other: _____

Comments regarding impact of outreach programming on your community and library:

_____

_____

_____

_____

_____

_____

_____

C. How does the total attendance this year compare with last year's program attendance?

___ Better attendance ___ Approximately the same

___ Lower attendance ___ Did not participate last year

To what do you attribute the change?

_____

_____

_____

_____

_____

_____

II. MOTIVATION

A. The goal of the Florida Library Youth Program is "to encourage children in Florida to become life long readers and library users." What evidence can you provide to support that we are reaching that goal?

Comments: _____

_____

_____

B. Total number of days read as reported on reading logs _____

III. MATERIALS

Please help us determine the effectiveness/usefulness of the promotional materials that are provided **statewide**.

General comments about materials: _____

_____

Are there any materials that you would delete for future programs?_____

_____

Are there any materials that you would like added to future programs? _____

_____

_____

Comments about having promotional materials in Spanish. _____

_____

_____

Would it be useful to have promotional materials in other languages? Which languages? Why?_____

_____

IV. MANUAL

Please assist us in determining the effectiveness/usefulness of the 1999 Florida Library Youth Program Manual.

What was (were) the most useful/successful part (parts) of the manual?_____

_____

_____

What was (were) the least useful/successful part (parts) of the manual? _____

_____

_____

Any other comments about the manual, its arrangement or content, that you would care to share: _____

_____

_____

V. FUTURE

A. The Library Services and Technology Act states that programs must be targeted to "persons having difficulty using libraries" and "children in poverty." What suggestions do you have so that we may provide programs that meet the needs of these underserved audiences? How can we better meet the goals of the federal act?

_____

_____

B. Who would you recommend to be on the FLYP Planning Committee? (Remember, you may recommend yourself.) Please include name and library where the person you are recommending is employed.

_____

_____

C. Do you have a suggestion for a theme for the 2000 or 2001 program?

_____

VI. IMPACT: Please share any stories about how FLYP has impacted the children and families in your community on an additional sheet of paper.

VII. ADDITIONAL COMMENTS, CONCERNS, OR SUGGESTIONS

The Florida Library Youth Program belongs to all of us. We'll listen to what you say. Many of the changes over the years have come from your comments and suggestions. Please help us improve the Program by writing comments, concerns, and suggestions on an additional sheet of paper.

NOTE: IF YOU HAVE SAMPLES OF PROGRAM ANNOUNCEMENTS, FLIERS, PHOTOGRAPHS, NEWSPAPER CLIPPINGS, VIDEOS, ETC., FROM YOUR PROGRAMS THAT YOU WOULD LIKE TO SHARE, PLEASE INCLUDE THEM WITH THIS REPORT.

THANK YOU!

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Summer Library Program Statistics*

Date program started _____ Date program ended _____
Number of children in service area _____
Number of YAs in service area _____

I. Programming

	Out Reach Programs		In-House Programs		Total	
	Attendance	Number of Programs	Attendance	Number of Programs	Attendance	Number of Programs
Children's Programs						
Storytimes						
Puppet shows						
Craft programs						
Booktalk programs						
Young Adult Programs						
Booknic						
Film programs						
Booktalk programs						
Library sleep over						
Family Programs						
Family storytimes						
Kick-off celebration						
Community contacts						
Media contacts						

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II. Teen Volunteers

Total number of teen volunteers _____

Total number of hours donated by TVs _____

III. Circulation

	Picture Books	J Fiction	J Non-fiction (total) **	J Paper-backs	Young Adult Fiction	Young Adult Non-fiction (total) **	Young Adult Paper-backs	Computer programs
June								
July								
August								

** If you are targeting specific areas of your nonfiction collection, you may want to provide a complete breakdown of nonfiction categories on an addition sheet.

* From *Summer Library Reading Programs: A How-To-Do-It Manual* by Carole D. Fiore. New York: Neal-Schuman, 1997.

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Sample Questionnaire for Summer Library Program Participants*

Circle your answers or fill in the blanks.

1. I am a boy. I am a girl.
2. How old are you? _____
3. What school will you be going to in September? _____

   What grade will you be in? _____
4. How did you find out about the Summer Library Program? Circle all the ways you heard about it.

My teacher told me. The media specialist at school told me.

My parents told me. I found out when I came to the library.

My friends told me. I just wandered into a program and stayed.

Another way - tell me how?

_____

5. I though the theme this summer was:

awesome! cool O.K. dull pathetic!

6. The best part of the summer program was:

_____

7. The thing I would like to change about the summer program is:

_____

* From *Summer Library Reading Programs: A How-To-Do-It Manual* by Carole D. Fiore. New York: Neal-Schuman, 1997.

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Sample Survey Of Parents/Guardians*

Adapt this survey to the goals and objectives of your program. Drop questions that are not important to your local data collection efforts. The final survey should be only one sheet of paper!

Thank you in advance for taking a few minutes to complete this survey about your child's participation in our Summer Library Program. Check or circle all appropriate replies. If you have more than one child, please complete one survey form for each child. Thank you!

1. How old is your child? _____

2. Did your child participate in the Summer Library Program sponsored by the _____ Library?

   Yes _____ Please go to Question 3

   No _____ Why not? Please check all that apply.

   _____ Did not know about the program.

   _____ Programs were at an inconvenient time.

   _____ The program appeared too young for my child.

   _____ The program appeared too old for my child.

   _____ My child went to summer school, camp, out-of-town over the summer.

   _____ Other: Please specify

   _____

* From Summer Library Reading Programs: A How-To-Do-It Manual by Carole D. Fiore. New York: Neal-Schuman, 1997.

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3. What did you like about the summer library program?

_____ My child liked the weekly programs. (Which ones?)

_____

_____ I liked the reading incentives.

_____ The price was right - free!

_____ I liked the weekly puzzle sheets, coloring sheets, and other handouts.

_____ It encouraged my child to read new books.

_____ I did not like the program. Why?

_____

_____ Other: Please specify

_____

4. What didn't you like about the program?

_____ There were too many rules. _____Not enough rules.

_____ My child did not receive enough individual attention.

_____ My child was discouraged because of the number of books required to complete the program.

_____ Program registration was too limited; my child was denied membership in the program.

_____ I did not like the theme of the program. Why?

_____

_____ My child did not receive enough help in finding books; the librarian was too busy.

_____ Other: Please specify

_____

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5. What did you observe about your child?

_____ My child's reading skills improved during this summer.

_____ My child spent more time reading this summer than previous summers.

_____ My child read a greater variety of books this summer than previously.

_____ Other: Please specify

_____

6. This the first time your child has participated in the Summer Library Program?

Yes _____

or

My child has participated in the Summer Library Program for _____ years.

7. Do you want your child to participate in the Summer Library Program next year?

_____Yes. Why?

_____

or

_____ No. Why not?

_____

8. Optional: I would like to talk to you about the Summer Library Program. My name is _____. I can be reached at _____. The best time to call is _____.

Thank you for completing this survey.

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